



STANDARDS & QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

BRIDGEND PRIMARY SCHOOL

PRIMARY/ELC



In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

KIND & HAPPY LEARNERS

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 91.49%			Average Class Size 25			Meeting PE Target Target Met					
Pupil Numbers (inc nursery) 275 (+48 nursery)			Teacher Numbers 15			Pupil Teacher Ratio 18.6					
N3 44.6%	N4 55.3%	P1 12.4%	P2 15.6%	P3 13.1%	P4 16.7%	P5 17.8%	P6 13.1%	P7 11.3%			
SIMD Q1 ¹ 26.5%		SIMD Q2 37.4%		SIMD Q3 24%		SIMD Q4 0.014%		SIMD Q5 0.08%		Unknown 0.007%	
ASN ² 41.9%		No ASN 44%		FSM ³ 17.6%		No FSM 82.4%		EAL ⁴ 0.08%		No EAL 99.92%	

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision for Bridgend is that we will create a school which allows the children and staff to be Kind and Happy Learners.

This message is reinforced through our school values for the children to have a positive attitude, work as a team, celebrate equality and diversity and be Eco friendly. We also celebrate the qualities of a good learner through the 5R's to be Responsible, Respectful, Resilient, Resourceful and Reflective.

We strive to provide a happy, caring, inclusive and stimulating school environment of which the pupils, staff, parents and the community as a whole can be proud. The children are encouraged to become thinking, caring, responsible and knowledgeable members of society. We support the children to learn about their rights as identified through the United Nations Rights of the Child. School events and parental engagement opportunities are well attended. There is an active Parent Council and the school is well supported by the local community.

At Bridgend Primary School we aim to:

- provide a happy, caring, stimulating school environment of which the pupils, staff, parents and the community as a whole can be proud; where the children will be encouraged to become thinking, caring, responsible and knowledgeable members of society;
- create an ethos of achievement for all;
- raise pupils' attainment and establish high standards in attendance and behaviour;
- work in partnership with parents to enhance the quality of children's learning and welfare;
- present to the pupils a differentiated curriculum to cater for a range of abilities, in a lively and imaginative way, which in turn will hopefully develop in the children a positive attitude towards the learning process;
- ensure continuity of progression by using the experience and outcomes set out in Curriculum for Excellence
- pursue the professional development of all staff according to identified needs;
- create equal opportunities for all children and staff, tackle racial discrimination and promote good race relations;
- promote the health and wellbeing of all pupils and staff.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: Learning, Teaching and Assessment		
School Improvement Plan Priority 1 To ensure a consistent approach to high quality learning and teaching of literacy with a focus on listening and talking across the school. Increased confidence in teaching and assessing listening and talking.		
Summary of progress	Next steps	Stakeholder Views
Staff have made good progress within this priority. Time has been taken to review and evaluate teaching approaches to Listening & Talking particularly. When planning collegiately, teachers have made good progress to ensure that they have carefully planned for more Listening & Talking opportunities, using the Highland Literacy Progression and suggested strategies to integrate into their lessons. Teachers reported feeling more confident in making secure judgements in relation to Listening & Talking. All staff have worked to develop Listening & Talking trackers and adapted them throughout the course of the year, responding to their experiences of using them. This ensures that the skills for Listening and Talking are being taught across the school, with trackers being linked closely to the Benchmarks.	Continue to encourage staff to actively plan for new Listening & Talking activities during Tracking / Planning Meetings. Continue whole school opportunities for children to develop their Listening & Talking skills. Revisit the Highland Literacy Toolkit. Audit planning documents to see how Listening & Talking trackers are being used.	Teachers all completed surveys stating what we were doing already for L&T in class and what we wanted to try in our classes. We used the HLP resources and chose the activity to try from there. Some teachers tried using the assessments listening & talking tracker – this has been useful overall. We wonder if different documents could be made for different areas of L&T e.g. debate, presentation Some staff find it easier to complete the trackers for children doing show and tell for example or presentations, however, it's not as easy to track as a live document to track other aspects of listening/talking – the day to day stuff. Identifying an activity to do with our classes has been beneficial as has focussed us on actually doing a talking/listening activity aside from presentations.

work allowed them to think more carefully about the wording and construction of their LI / SC, making these clearer and more accessible for learners. SMT carried out class observations in each classroom, focusing upon learner engagement and the quality of Learning & Teaching. Across the school, most learners were engaged in their learning, with almost all classes providing high quality learning experiences for pupils. It was planned that teachers moderate teaching approaches through class visits and planned feedback sessions, however due to staffing pressures this did not take place. Visualisers for each classroom were purchased to add to our digital technology. This allows teachers to display work and demonstrate how to set out work in a much more visually and real-time way, helping to increase learner engagement in lessons.	From class observations, it was agreed to moderate jotter standards across the school and agree upon expected criteria for jotters at each stage. This was agreed with teachers during collegiate sessions. Moderation of jotter standards to continue next session. Look for opportunities next session for staff to engage in learning visits. Staff to continue to embed the use of digital technology in our classrooms. Begin to look at other resources, including the use of spheros / robotics.	with class. Integrated in our daily plans/power points. We have not had opportunities to do peer class visits which we feel would be beneficial. We also feel that writing moderation has not happened due to time constraints. Agree, visiting other classes is beneficial, could this be 1 of our observations during the year? E.g. 1 management observation, 1 peer observation. It's also challenging due to the difference in infant and upper school teacher schedule (CCR/time children go home) In the middle stages/upper stages, technology is being used to support dyslexic learners. The IDL programme is being administered every morning in classes who need to use it, however, we are not sure how to measure the impact of this as some staff feel that the children are still not applying this in their written work and appear to be going through the motions when doing the programme. Chromebooks distribution between classes can be tricky. Challenging in younger classes when Chromebooks aren't so readily available – have to be split between multiple children and it requires a lot of input/support. Questions around current research into screen time for children.
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Impact	
• Most staff are beginning to feel more confident in planning teaching approaches to Listening and Talking across the school and are now more aware of the resources available in the Highland Literacy Toolkit and are using these to provide high quality Listening & Talking lessons. • Teachers have agreed a framework for assessing Listening & Talking across the school, therefore teachers are more confident in making attainment judgements, linking closely to the Benchmarks. • The evaluation of Reading approaches at Bridgend has been useful and has identified potential gaps where more resources are required. Due to these evaluations, SMT can now plan for sourcing these reading resources. • Analysis of the SNSA / SOFA assessments has helped to move borderline (P1 65% P4 51.7% P7 90%) pupils to 'Will achieve' due to careful planning, differentiation and support given by teaching staff. The Group Diagnostic assessment results were analysed by teachers to identify areas of learning that required further teaching. • Engagement with 'Power Up Your Pedagogy' gave teaching staff time to reflect upon their creation of LI and SC encouraging them to consider how to make their statements more specific, ensuring that these statements signalled to learners the WHAT and HOW. For teachers this work allowed them to think more carefully about the wording and construction of their LI / SC, making these clearer and more accessible for learners. • Observations carried out by SMT noted positive learner engagement but highlighted the need to revisit jotter standards across the school. Jotter moderations took place throughout the year, with staff agreeing upon a jotter standard from P1 to P7. This has led to an improved, more consistent standard of presentation in jotters. This will need to be revisited again next session.	

School Priority 2: Curriculum Development		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Staff looked at the 3 Year IDL overview and have bundled Experiences and Outcomes for each topic area. They have checked each curricular area to ensure that there is a breadth of experiences across the curriculum throughout a pupil's 3 years in a level.	Teaching staff to continue to fully embed the 3 year IDL planner, ensuring they are providing a breadth of coverage through their topic work.	Staff have engaged well with plan – Es and Os were added to it by class teachers working in stage groups. This was very helpful and will be going forward. It helped us focus our attention to the exact ones we need for each IDL topic and means we can transfer these to our IDL Enquiry Plan

From previous work by a Staff Working Group, possible experiences, links and resources have now been considered to link Developing the Young Workforce with our 3 Year IDL planner. Staff will now be able to plan for DYW opportunities in each topic. Staff have used the new RME planner, developed by staff last year. This has resulted in pupils experiences a better breadth across the RME curriculum, ensuring that a variety of topics have been covered this year. Teachers have continued to use Wellbeing Webs to track and measure pupil attitudes, linked to the SHANARRI Wellbeing indicators. Teachers have held individual conversations with pupils who score low in an area, therefore being able to address any concerns / worries pupils may have. Staff have continued to embed the UNCRC Rights of the Child. The UNICEF Committee have continued to remind and inform pupils of their Rights, through Assemblies and activities throughout the year. Pupils are more confident in discussing the different rights they and others are entitled to and	When planning, teachers should continue to look for opportunities to build in Developing the Young Workforce through topics and classwork Staff will continue to engage with the RME planner so that pupils will continue to experience a breadth of different religious topics. This will encourage them to develop a greater understanding and acceptance of different views and beliefs. Teaching staff will review the use of the Wellbeing Wheels across the school and agree upon how often these should be completed throughout the school year. UNICEF Committee will continue to function to promote the messages from UNCRC and to encourage all children to access their rights. Teaching staff will look for ways to integrate rights into	Focus on DYW at May Inset Day. This generated a lot of ideas and conversations so felt beneficial. The DYW session on the Inset Day was very useful as we now have a bank of ideas as to who to contact if doing a certain topic. Planner is easily accessible and has been used by some e.g. in drama lessons (RME through Drama). Helpful to know that it is there to aid in the delivery of RME lessons. Planner has been useful for not pulling out the same topics every year – we now have variation across the levels. Would be great to have even more resources to go alongside it for teaching. Infant classes are using the wellbeing webs however; some teachers are finding the children are marking themselves down as a 5 for every area – how accurate/useful are they to measure their wellbeing? The wellbeing webs are really good compared to old versions for their understanding and ability to complete them though Rights referred to in class however it can be difficult to incorporate them into day-to-day teaching. Can take away from teaching and learning time. Teachers tend to have them on slides when teaching and refer to these.
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understand the responsibility they have to ensure others receive their rights.	their teaching, as noted on the 3 year IDL planner.	Rights are being referred to as and when appropriate to the lesson. Some staff are including them on their slides and then children are therefore then able to identify what that right is. Rights were referred to create the class charters. UNICEF Group are keen to develop this even further, motivated by strong leadership. Playground Charter launched at assembly, Pathway to Gold displayed and competition to highlight our UNICEF's link to Soccer Aid.
Impact • All staff have engaged with the IDL plan for this session. Including the Es and Os in the planner has now allowed staff to really focus upon the intended outcomes for topic work and ensure that children are being able to develop the expected skills in class. This has also helped make planning for topics much easier. • Staff felt that the work on Developing the Young Workforce was a beneficial use of time as they are now more able to make links with the wider community to invite them to work with the school. • The RME planner is widely accessible for staff and some teachers have managed to integrate RME across the curriculum (in Drama too, for example). • Through the regular use of the Wellbeing Webs, pupils are much more aware of the SHANARRI Wellbeing indicators and are now more able to discuss what each indicator means for them. For pupils who have scored low against any of the indicators, staff have been able to engage in discussions with pupils to talk about any concerns they may have. • Pupils continue to learn about the Rights they have access to through our Assemblies and classroom activities. As a result of the work completed by the UNICEF committee this year, they developed a Playground Charter which is now referred to whilst pupils are playing at break and lunch times.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF plan this year was focussed on providing support for children with high levels of Additional Support Needs. Within our Primary 2 year group, there was a wide attainment gap. We recognised, that without appropriate, expert-led support, these children would struggle to engage with learning, which would negatively impact their progress. As a result, we planned to increase PSA and PEF teacher time, to provide interventions and strategies to improve attainment. The PEF teacher time was used to develop the use of the Engagement Profile with selected learners. Pupils have also engaged with their own individual Milestones targets throughout the year and this has been tracked by staff working with pupils. As a result of this increased support, pupils, at times, have managed to engage in their mainstream classroom setting, as well as also accessing an area where suitable resources were available to them, including PSA support. Feedback from families and partner agencies about our approaches in this setting has been very positive, with one partner agency stating: "I hope the school can continue to develop and staff the inclusive space they have created in P1/2 classroom area - this has greatly impacted children I work with and could act as a positive role model for other schools."

Targeted literacy and numeracy interventions in our infant classes had the following impact:

- On average, learners showed an increase of 94.9% progress in their ORT reading levels across the year.
- 33% of learners made significant progress in their rhyme production.
- On average, a 219% increase was recorded in the progress of learners in phonics.
- 60% of learners made progress in their understanding of Forward & Backward Number Sequence to 50, 100 as well as their Numeral ID.
- On average, pupils using 5 Minute Box demonstrated 45.5% increase in their knowledge of sounds.
- On average, pupils using Fuzzbuzz showed an increase of 47.5% in their knowledge of words.

We have also continued to monitor and track attendance, and actions have been taken to support an increase in attendance for identified children. 68% of pupils who had an identified attendance of under 90% have shown an increase in their attendance throughout the session. 87% of pupils have an attendance at or above 90%. 80% of pupils have shown an increase in attendance, following interventions being put into place.

Through our Cost of the School Day group we established a daily toast initiative in order to improve mindset, enhance learning engagement by ensuring learners were ready for their day ahead. Throughout the week, each class in the school receives toast in the morning. This has proven to be very popular with pupils across the school, with staff reporting that most pupils access toast when it is delivered to their classroom.

Wider achievements

Coileanaidhean nas fharsainghe

At Bridgend, we continue to provide pupils with a wide range of experiences through Extra Curricular activities. These are provided by working closely with our Active Schools Co-ordinators at Highlife Highland, by volunteer parents and by school staff. As a result, pupils have been able to develop skills in football, cross country running, badminton, athletics, NFL Flag Football, lego / kapla construction and dance. These activities also opened opportunities for pupils to take part in competitive events such as a number of Active Schools Cross Country races, football festivals and NFL Flag Football competitions.

Pupils in our Primary 7 year group took part in the Dingwall Rotary Quiz Heat, placing 5th out of 9 teams from other Ross-shire Schools.

Pupils have also made links with the wider community. Our P4 year group attended sessions at Ardross and Alness Bowling Club, for a number of sessions where they developed their skills in carpet bowls. We have had regular visits from Ross County Football Club, who worked closely with our P1-4 classes throughout the year, developing skills in football and fitness. We continue to work closely with the Ross Sutherland Rugby Club Cashback Officer, who provided regular rugby training with our P5-7 classes. The experiences children receive in sport activities help Bridgend maintain the Gold Sports Scotland award that we received last year. P7 pupils organise and run a regular Funky Friday activity, which encourages our infant pupils to dance during Friday lunch times. Our P6 pupils are currently engaging in the Highlife Highland Junior Sports Leader programme, which allows pupils to develop their leadership skills through sports and games. P6 pupils will use these skills next year to organise activities / events across the school.

Our P7 year group had the opportunity to visit Fairburn Activity Centre in September for 2 days. In these 2 days, pupils took part in various outdoor activities such as, zorbing, canoeing, archery, bushcraft and laser tag. Through this, pupils were encouraged to develop positive relationships with each other and their new teachers and PSA staff. Pupils really enjoyed the activity days, with some facing their fears of heights and water and trying out activities they had never experienced before. Every Class shared their learning with parents throughout the year. P2-4 classes performed 'Christmas Around the World'. P1 & P1/2 classes organised a Daffodil Tea and performed some Spring songs and poems for parents. Our P5-7 classes hosted an open afternoon, displaying their learning '

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Comments from Pupils:

Comments from P1 pupils:

We think the strengths of the school are:

"The teachers".

"Everything. I like all the learning."

"When everyone works together and also is kind."

"The 5Rs"

"Kindness"

"Everyone plays together and everyone is included."

Comments from a P6 boy and P6 girl:

- the assemblies are a good way to hear about what's been going on across the school, and to reflect on the past week
- we work hard to keep the playground tidy - it's not perfect but we all try
- there are lots of chances to do other activities at after school clubs or lunchtime clubs
- the school puts on lots of events (Colour Run, pyjama day etc)
- the school feels friendly - teachers and PSAs are really nice
- the school is organised and has lots of good systems to help with this (the canteen bands/routine, the arrows on the floor, at assembly each class knows where to sit)
- chance to take part in sporting competitions e.g. NFL, football, cross country.

P7 boy:

"We have good manners e.g. hold the door open for people and listen well at assemblies, we have quiet and hardworking classrooms."

KIND & HAPPY LEARNERS

P7 girl:

"We are amazing with UNICEF/ UNCRC rights of a child. Bridgend welcomes people from other nationalities. We have a good cross-country team and do loads of sports clubs."

Comments from Parents / Carers:

"My child's experience within Bridgend has been great. He is learning so much and enjoys taking part in all aspects of schooling. If there has been an issue it has been dealt with appropriately and in a timely manner and the support has been there when needed for both myself, as his parent and my son. He has been provided support in his learning where needed and the communication about this has been great. I am delighted with his progress and he seems to really enjoy his time at school. Thank you to all teachers involved in his daily schooling."

"My son's teacher has been fantastic, they are really supportive of both him and our family. He loves coming to school. I feel reassured he is treated with respect, dignity and fairly within the class and he feels happy to attend every day. He is also very well supported by PSAs and feedback about the help they provide as well."

"Any issues we have had to talk to both his teachers about they have been beyond helpful. They have been so helpful and supportive even when it is not to do with classroom issues. Any issues with other children have been dealt with quickly and we are so relieved that he loves school so much."

Comments from Staff:

"The staff at Bridgend have always worked well together as a team and on the whole there is a positive attitude towards all aspects of school life."

"I think that the school is very well managed, SMT communicate effectively and staff are well supported. The staff team work very well together."

"High expectations regarding behaviour and learning. Good leadership and communication from leadership. Varied opportunities for the children - music, sport, clubs etc. Positive, supportive relationships between the adults as well as between adults and children."

"I love my job and look forward to coming into work. Management and all staff are so nice to work with everyone is like family. We all work together as a team and look out for each other if someone is having a bad day, we support them, I have worked from P1 through to P7 and love working with all the classes, it's such an achievement seeing the progress each child makes, big or small and finding their strengths, I count myself lucky to be privileged to do the job I do every day!"

"Very supportive management team who inspire the rest of the staff. Clear vision and values so the children know what they are aiming for."

Comments from Partners:

"In my experience with Bridgend has always been a well run school with some excellent leaders and members of staff. It is by far the largest Primary school in our area and that must bring its own undoubted challenges but it is a welcoming, warm school to attend."

"Attuned staff to the needs of all children, availability of senior staff when needed, flexible and creative in making support available for children when they need it. A lovely, kind atmosphere within the school from staff through to the children."

KIND & HAPPY LEARNERS

“Bridgend always respond quickly to any requests. Even when busy, they always make a room available to me if I need to use one. The staff from the admins, head teacher, deputy head teacher, and teachers, are always helpful. The staff know their pupils and can always answer my questions. The staff ask for help/advice if needed, and I feel I can contact them if I need to. The staff genuinely care for the pupils, and any time I am in the school, I always hear the noises of happy children.”

“Knowing and genuinely caring about their students; nurturing and skilled staff who go above and beyond to support the children and families who are enrolled with their school; supporting individual communication and learning targets; clear communication with partners”.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Satisfactory	Satisfactory
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Preparing for Change – Curriculum
2. Supporting inclusion (CIRCLE)
3. Learning, Teaching and Moderation
4. ASG Moderation - Numeracy

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://bridgendprimaryblog.wordpress.com/> or by contacting the school office.